

THE SCHOOL JOURNAL.

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(NEW YORK.)

"Man cannot propose a higher object for his study than Education and all that pertains to Education."—PLATO.

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Geography Outside of Text-Books

—IN—

McNALLY'S NEW GEOGRAPHY.

From the Journal of Education,
(BOSTON.)

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New York, December 23, 1882.

THE CHRISTMAS NUMBER.

OF THE

Scholar's Companion

is the prettiest and most interesting number ever published. The publishers and editor have planned a very successful surprise for the scholars in the way of a double number. Several publishing firms have co-operated with them in supplying cuts for pictures, the result being a large and copiously illustrated magazine. The stories and other contents in prose and verse are unusually good. The first story, accompanying the frontispiece, is entitled "A Brave Boy." The others are "Legend of the Enchanted Pipe," a German story with a moral, by Hazel Shepard; "Marion's Manners," "Feeding the Birds," (illustrated), and "Lou's Flower Mission," written by Josie Folsom, a contributor to the Writing Club; Number 5 of "Famous Battles" by Leoline Waterman gives an account of Bannockburn. In Tales of a Traveler, No. V, Uncle Fred tells his nephews and nieces of a pretty little German conceit about the Christ child and the chrysanthemums. Beesides

this there are ever so many short articles upon animals, industries, noted people, things that are attracting public attention and poems about Christmas time, suitable for recitation. There is also a dialogue for boys, just the thing for the last day of school before the Holidays. The School-Room, Letter Box, and Writing Club, have an unusual number of scholars represented this month with a star roll increased to about 200. The price is the same as usual, 5 cents a copy, or 50 cts. a year. Club rates on application.

WE have two educations—one which we receive from others and another which we give ourselves. It is this last which fixes our grade in society, determines our condition of life and colors all our hereafter. All the professors and teachers in the world cannot make one wise or good without his own co-operation; to those who are determined, the absence of them will not prevail.—JOHN RANDOLPH.

THERE are many in this State who know and respect the abilities of Prof. Cassety, and who deem him the right man for State Superintendent of schools. Prof. Cassety has but lately been appointed to the principalship of the Albany Academy, and very wisely declines to think of anything beyond his new field. His outlook is very favorable pecuniarily; probably he will realize a greater income where he is.

WE find Prof. John L. Hart saying (*In the School-Room*, p. 276) that "we have faculties and powers not a few, which we need to repress rather than cultivate. Are we to give the fullest development of which they are capable to anger, envy, jealousy, cunning, avarice and lust?"

We respectfully ask if these are mental faculties! A good deal that Prof. Hart has said is just about as accurate as the above.

THE new dispensation will not come in, except by tribulation. Those that suggest there is an improvement on the present modes of teaching are either laughed at, or frowned upon. The attempt to make education a part of life, in consonance with it according to the methods of nature, is only slowly making progress. But one fact is noteworthy; in this State at least, an entire revolution has taken place in the method of giving instruction in the teachers' institutes; this is significant.

PUBLIC education is gratuitous and compulsory in Norway from the eighth to the fifteenth year. If children work in factories they must still be allowed to attend common schools. A university is the head of this system; it has about one thousand students. Education is not overshadowed, diluted and destroyed by the intemperate reading that prevails here; it has an opportunity to produce its effect. The Norwegian surpasses the Swede; he is marked by intelligence; as an emigrant he attracts respect and is successful.

THE basis of good government in the school room and out of it, is authority. The pupil who complies with the teacher's re-

quests simply to please has not yet learned to obey. Obedience to appointed and rightful authority is the foundation of government. The neglect to instil subordination to the one who rightfully demands it is a most unwholesome and unfortunate omission; the child will surely suffer; in a few years it is probable he will become a member of a gang of "roughs," a body from whom spring the sports, thieves, burglars and murderers.

JOSEPH COOK says that the great German philosopher, Herman Lotze, is equal to 159 Herbert Spencers or 517 John Fiskes. This is bringing matters to a fine point. If the above equation is correct, we ask the teachers to give the problem to their pupils in the Rule of Three, to ascertain how many Fiskes equal one Spencer. It leads us further to suggest whether Mr. Cook could not get up a comparative scale something like a thermometer, and put on it about a thousand of our (so called) great men. Lotze would stand at the top; mark him as 1; Spencer would be opposite 159 (showing it would take 159 of such as he to make up a Lotze; and so of the rest. How would the average Congressman be rated?

WE have urged the teacher to amend our State Teachers' Association Constitution so that there should be representation and permanence. The plan is sure to be adopted. Here's from an educational paper in Tennessee: "Would it not be a good idea for each county that holds Institutes, to select some one from its members as a delegate to attend the annual meeting of the State Teachers' Association, and then on his return home the delegate could report to his Institute what was done at the Association; how certain subjects were presented; relate the experiences of others, and experiment on the different methods presented at the Association. We believe the State Teachers' Association should hold a session of at least one week; that there should be at least one delegate from each county; that there should be three classes of members."

FEW bloodier scenes have been witnessed in this country than that which occurred in a school house last week in Guernsey co., O. Two young men, defiant of authority, have been slain, and the schoolmaster, hardly beyond the age the law fixes to the infant, is stained for life. To find the cause of such a tragedy we need not travel far. There has been and is now a conception in the popular mind of the teacher as one who must possess physical and combative abilities; the teacher has helped to keep this alive by insisting on his right to flog, often carrying his rod in his hand; the parents have done their part by laughing at their firesides at the tricks played at school and college. Wheat flour is useful, but the fine dust of the mill can cause a terrific explosion. There are two other things to be said; the State of Ohio and every other State should have a course of study for its schools—without it this stripping

schoolmaster was left to battle his way along as best he might. He deemed grammar of importance—the parents did not. No State should leave matters in a condition that invites trouble. Again, here was a man without experience selected as teacher—called a teacher, but no teacher: his highest aim was to master his pupils. This force is in full blast all over the country. We call it a *school system*, but it is not.

It is to be hoped that this bloody affair will set the teachers to debating some very practical subjects at their meetings.

CHRISTMAS, 1882.

The season of storm and snow in the northern latitudes brings always with it the memorable day of the year—Christmas. As accurate historians, we know the world began a new era when Jesus was born. As we go backward of the light in which we stand at the distance of nineteen centuries, we see the world was in a sad and bewildered state; we see that it is gradually emerging therefrom; we see Jesus as the cause of the new era, and so it is fitting that the day of his birth should be kept.

To others it may be a day of feasting; to the teacher Christmas day has a special and tremendous significance. Jesus ordained education; he was himself a teacher; he went about teaching, and as a teacher exhibited a genius surpassing any and all others.

As time goes on and his words are understood, it is seen that his effort was to bring good to the body, mind and heart; on that broad platform every true teacher must stand. Improve every school building, text-book and piece of furniture; make better every method of communicating truth; deepen the interest of the child in his own value and capacity for happiness and usefulness—this will help to keep green and fresh the power of him who was born on Christmas day; let every teacher, no matter if he occupies a humble position take new courage by reflecting that he is carrying on the work, begun in Judea by one in a far humbler position. Rejoice that you are a TEACHER; what higher position could you have?

AN OLD-TIME SCHOOL.—Mrs. Diaz in the "Chronicles of the Stimpsett Family," describes a school kept by "Marm Cobb:"

"The schoolmarm sat with her feet on a block, or sometimes on a foot-stove, and seldom rose from her chair. A very long stick, which was always in hand, saved her the trouble of rising. I know not from what kind of a tree that stick was cut, but it had the farthest reach and the most tingle in its end of any stick I ever felt.

"Every afternoon, just before the time for closing school, Marm would lift the great Bible into her lap, and, with her thimble, give three raps on its cover. At that signal, we gathered around her in a semicircle, and folding our hands, stood while she read a chapter aloud. She read in a kind of sing-song way, now and then pausing to say, in a deep, hollow tone of voice, 'Selah!' That word filled me with awe. I never dared to speak it aloud; but sometimes, after I was covered up in bed at night, I used to whisper it under the bed-clothes.

"When the other scholars were gone, those of us who had to 'stay' after school helped to carry out the crickets and pile them up in the back-room. Then we looked on while Marm set her little three-legged table and made herself a cup of tea in a small, old-fashioned teapot. Her movements were slow but sure, and she always came down heavily on the heels of her shoes."

For the SCHOOL JOURNAL.

INDUSTRIAL ART IN SCHOOLS.

BY CHARLES G. LELAND, Philadelphia, Pa.

The Industrial Art School in this city, in which boys and girls sent from all the public schools are taught designing, modeling, carving, embroidery, embossing sheet brass, painting, etc., etc., is in a flourishing condition. There is as much desire on the part of the young to work in this school as to get into a playground, and I have been obliged to reject as many as half a dozen duly qualified applicants, for want of seats.

I have seen in the New York *Tribune* a statement originating in St. Louis, declaring that "Nothing can be more foolish than the introduction of industrial studies in the public schools." This is not in accordance with my experience, nor is it the opinion of a single person who has visited this school. It has fully proved since its establishment that children, while receiving the usual elements of education, can also learn so much of design, modeling, and other arts, as to either qualify them to make a living, or else greatly aid them in obtaining a very great variety of employment. This can be done, and is actually done without adding any burden to their studies, since I find that they all cheerfully make up their averages for the sake of being allowed to work with us. So, then, those children who cannot pursue such studies while in the public schools, must remain ignorant of them. This would be very hard, indeed, as regards girls. The majority of the boys are as certain in the long run to learn a good trade or a means of living, as the majority of girls are to miss it. Girls and women in this world, after all, only get the refuse of occupations, or the worst paid ones. Now if this be the case, it is more important to provide them with work than even the boys. Not that I would by any means neglect boys—half of my scholars are of the latter, but I would urge that every effort should be made and every experiment tried to develop all the powers of the young who have the least advantages. I beg to inform your readers that there is now in the government press, and will very soon be published, a pamphlet by me, entitled "Industrial Art in Schools," in which full instructions are given to all who would study or teach the minor art industries. I have given in it, I trust, practically and concisely, all the details relative to the method to be pursued in studying decorative design and its application to modeling, wood carving, embroidery, sheet brass work, and other branches of art, the materials to be employed, and the expense to be incurred. This work may be obtained *gratis* by addressing a request to that effect to Gen. John Eaton, Commissioner of Education, Washington, D. C. I have kept parents in view while writing it, for many of the letters I receive, asking for information, are from mothers and fathers.

A very large class who will I hope be benefitted by reading this pamphlet, is that of women who teach, and who in addition to wishing to train their pupils to practical art industry, would also gladly learn something of it themselves, and possibly acquire a means of increasing their resources. Now as I believe that it is a very easy matter to learn and teach easy decorative arts at the same time, I especially recommend such teachers to make the effort. If they do not find in the work of which I have spoken full directions how to go to work, let them make further inquiry of me and I will cheerfully aid them—requiring nothing more than a stamped envelope to mail my reply.

One very high in the educational world writes: "It seems to me that the JOURNAL has improved greatly since I first knew it, and each successive number in some particulars seems an advance upon its immediate predecessor. Every number contains something interesting not only, but also practical and usable, and teachers of all grades must find it a very profitable paper. I do not write these lines to be printed; but I write them because I think they may be a drop in the bucket of encouragement from which I trust you may be allowed to quaff frequent and merited draughts."

TRAINING SCHOOLS.

The original idea of a Normal School has been lost sight of; it was to be a "long-term institute." That, however, was found to need modification; the change turned the normal school into an academy. But a new feature has been added of the greatest value not contemplated originally—training departments in which the practice of education is exemplified. Supt. Patterson of Brooklyn recommends the establishment of two training schools for teachers in that city. He says:

"These schools should be strictly professional, reviewing only the elementary studies, and doing this for the purpose of exhibiting improved methods of instruction. The study of methods, however, should form the least important part of the real work of a training school. In a school organized simply for the training of teachers, the first and second floors of the building would be occupied by primary classes. The students in the training school, after discussing with able instructors the principles and most approved methods of teaching, would be placed in charge of these classes and required to teach them, applying the principles and testing the methods in which they had previously been instructed. They would do this under the direct supervision of the principal of the school, who, at regular intervals, would call them together criticise their work and give such advice as every new teacher needs in order to become proficient in the calling. Persons showing a want of tact and skill in managing and interesting a class, serious infirmity of temper, or lack of energy, would be recommended to discontinue their connection with the school as pupil teachers, and only the most promising would receive diplomas and become candidates for positions in our schools."

This is sound reasoning. The time will soon come when Normal Schools will cease to be academies; academic instruction at least should be secondary to the training in methods.

BRICKS WITHOUT STRAW.

There is many a teacher to-day without the necessary apparatus; we say *necessary*, for there are certain things as much needed in school as a stew pan in a kitchen. The teacher should insist on having these things. We urge every teacher to present the need of necessary apparatus, and keep on asking until he gets it.

A Bible, dictionary, a full set of text books used in the school, map of the state, globe, clock, bell, broom, bucket, shovel, poker, dust-pan, wash-basin, towels, mirror, comb, pail and tin cup, window curtains, chairs, shelves for dinner pails, hooks for hats and wrappings, blackboards, crayons, erasers, foot scrapers and mats at the door. Also a case or closet to contain such of these articles as should be put away at night. This is what may be called a *first set*. But the teacher needs more—he needs reference books; he should aim to have a reference library besides.

INDIAN SCHOOLS.—The Government Indian School, at Carlisle, Pa., shows that the experiment is full of hope. The pupils include representatives of nearly all the tribes, except those of the civilized Indians of the Five Nations in the eastern part of Indian territory, who are not a whit behind the most of the southern and several of the northern States in school privileges, and have fewer children between ten and twenty years of age who cannot read and write. The Sioux, Pawnees, Kiowas, Cheyennes, Apaches, Comanches, Wichitas, Arapahoes, Navajos, Modocs, Caddoes, and Delawares have sent the sons and daughters of many of their best families. The course of study is for five years, and a large proportion of the students will complete the whole of it. The foreman of the printing office connected with the school is an Indian who has been educated there; and the *Morning Star*, the school paper, is from first to last nearly entirely an Indian production.

The best advertisement of a workshop is first-class work.—T. L. CUYLER.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

OCCUPATION FOR YOUNG CHILDREN IN SCHOOL.

BY ANNA JOHNSON, New York.

In ungraded schools the little ones are necessarily left very much to themselves; they should be furnished with varied and constant employment. Among the many things that may be prepared for them which will fill up the spare moments and at the same time be instructive are:

Box of Earth.—A box 3x4 feet and about one foot deep may be filled with earth or sand and placed in the corner of the room. Toy spades, hoes, rakes, etc., may be furnished, also a box of toy trees, houses, animals, etc. One or two may be allowed to work or play with them at a time. Hills, mountains, valleys, etc., may be formed, and with small pieces of looking-glass, lakes and rivers may be represented. The trees may be placed closely together to make woods, while with the houses, villages and towns may be suggested. Little pieces of green material may be used for grass, and white for the snow on the mountains. The animals may be distributed here and there as the fancy of the children dictates. Thus unconsciously the little ones are learning geography. This pleasant employment may be made a reward for good conduct.

Scrap-Books.—Old copy books may be converted into scrap-books. The scholars as well as the teacher may make a collection of pictures, which may be pasted into the books by the children, with a little dissolved gum tragacanth. When the pictures are light, the children may color them, which is always pleasing occupation. Narrow colored papers may also be pasted into the books in different forms, as letters, angles, squares, etc. These forms may be drawn upon the blackboard for the children to copy.

Clay.—Pieces of clay may be given the children, and they may be taught to make many objects, as; cubes, cylinders, cups, birds nests, etc. Some instruction will be needed here, but the children will willingly take a few moments out of school hours, if the teacher cannot devote the time in school. This exercise should be given just before a recess or dismissal as it soils the hands.

Pricking.—Cards with simple drawings upon them may be pricked with large pins by the children, and then sewed in back stitch with colored crewels or worsted. The needles may be threaded ready for use and placed on a cushion.

Writing.—For slate work the children may write all the words they know containing two letters, then three, four, etc. Then they may write all the words they can spell beginning with the letters of the alphabet taken in succession.

Figures.—Combinations in addition and subtraction furnish pleasing occupation.

There has been a series of articles printed in this paper on "Occupation" in which exercise with blocks, slats, beans, pins, shoe-pegs, papers, etc., have been discussed at length, and more upon the same subject will follow.

For the SCHOOL JOURNAL.

SELF-GOVERNMENT IN SCHOOLS.

BY J. S. McLAUGHLIN.

From Essay read at the Teachers' Association at Oxford, N. Y., Oct. 27th, 1882.

The art of government in schools has long been perplexing to teachers. It is said of a school that it is "good" or "poor," meaning the teacher is "good" or "poor," at governing. If the teacher is not strict enough his school is sure to be called a poor one. If he is a good disciplinarian it is concluded at once that he has an excellent school, so that young persons who are about to teach and hear these various criticisms, determine to be "strict." They constantly correct their pupils, and the pupils rebel at the censure and become belligerent. Then the teacher makes up his mind that he has been too "strict," so he slackens his hold on the reins; the pupil notices this and takes advantage thereof at once, and in a short time becomes insolent.

"I will be easy with them at first and gain their good will, and having gained their good will I will then be strict." Alas! what teacher that has tried this but has regretted it. The teacher should from the outset govern only to teach self-government. This kind of teacher has but few rules, but sees that an order once given is lived up to. The art of good government comes natural to some; others learn by experience.

To teach self-government you must not injure the pride or dignity of the pupil; the child feels this very keenly; in some a spirit of rebellion is excited. A person who is trusted is far more likely to obey rules than he who feels he is constantly watched and all his movements spied upon.

A writer to the SCHOOL JOURNAL of Sept. 23d says: I have tried many methods, and, in a comparative sense, all I ever tried proved failures. Finally I adopted the plan of making the members of the school their own legislators, a method which I call the "government of the school by the school," and throws the responsibilities on the party governed; and when properly conducted teaches them to appreciate the principles of freedom, to estimate their own rights and duly regard the rights of others.

Teachers must instil in the minds of their pupils the idea that the school and its reputation is in their hands, and cause them to have a pride to make it the best school in their vicinity; and that to make it the best, their best efforts for its welfare are the things needful and essential.

The American people are a self-governing people, and their government is so good as to be the pride of the world; and teachers will find that they must instil into the minds of their pupils the idea of self-government.

For the SCHOOL JOURNAL.

SCHOOL DISCIPLINE.

In every collection of pupils there will be one at least, that does not willingly submit to direction. It matters little what the request is, his will does not give way. At every step he contests the authority of the teacher; if he gives way he does it grudgingly. At every new command objection is seen to flash in his eye. This picture is true of one pupil in every school-room at least. Some endeavor to overcome the opposition by semi-entreaty, by kind words, or even by giving way—making an exception to rules for this particular pupil. The case is one that is so perplexing that the brain is taxed to devise a remedy.

The cause is plain: the pupil has never been accustomed to submit his will to another. The will is the great faculty of the mind; it is the propelling power. The man who has the strongest will (other things being equal), is the strongest man. It was once a favorite maxim that the will must be "broken"; we fortunately hear less and see less of the attempts to break the will—the rod being the means usually relied on for this purpose; but the child must attain the habit of giving up his preferences, or he goes out into life to be miserable and to make others miserable. The teacher asks: (a.) What measures can be adopted to train the will? (b.) What can be done to cause the pupil to give way to reasonable requests?

(a.) The plan adopted by the farmer in training a colt is well worth watching. The skillful trainer of horses does not strike a blow. He communicates his wishes to the horse; as he comprehends them, he endeavors to carry them out. He proposes to go to the right but a pull on the bit opposes this, and so in time the horse becomes satisfied to do as his master wishes. So in military matters; the soldier becomes a mere machine in the hands of his officers. All this results from a well-devised system of training.

From this we infer that training the will is needful in the school-room, and the teacher cannot do better than follow the hints to be obtained from watching the training of animals and men. Let it be noted that the will can be reached through the body.

(1.) Following a set of signals. The teacher

should have a set of exercises that are performed when he names certain numbers, as; 1, both hands on desk; 2, both hands extended; 3, both hands uplifted, etc., etc. Give daily training in these.

(2.) *Gymnastics.* These, with wands, clubs, rings, dumb-bells, etc., have a powerful influence on the mind; the action of the muscles reaches the will and trains it.

(3.) *Marching.* In most schools this can be done with ease; like gymnastics it gives pleasure.

(4.) *Moving to and from recitation seats.* This when done systematically is effective to train the pupil.

(5.) *Going to and from the school-room.* The method usually followed in country schools promotes disorder; to have pupils enter in ranks, trains and disciplines far more than it has credit for.

(6.) *Position of the desks, etc.* That all are required to sit or stand in a certain order trains the will.

(7.) *A methodical order of reciting* is a very essential aid in training the will.

The teacher to make these effective must begin the first day, and practice until perfection is reached. A young lady in a boisterous High School, by drilling the boys in gymnastics, brought order out of chaos; they learned to obey the slightest signal from her; the influence followed them into other duties. This subject is little understood; it is worthy of profound study.

(b.) But suppose the pupil is required to do a certain act and refuses, what shall now be done? Many and many a teacher will ponder upon this who takes no pains to train the will so that such refusals do not occur. Let us carefully look at the cases; there are two of them: one is a stubborn, bad boy; the other is a stubborn, good boy. The latter must be carefully handled or he will soon become demoralized; lamentable cases of this kind occur through the ignorance of the teacher. Every refusal to do as the teacher requests does not indicate wickedness. For example; A teacher directed his "first class" to bring in compositions at the end of the week. Two boys "failed." One was a boy who had never written, the other was one who determined not to write; certainly the same means cannot be employed in both cases. One says "I cannot," the other "I will not." Let us look at remedies for the latter; the other is easily managed.

(1.) *Reasoning.* A large number of cases yield to a skillfully applied argument. The teacher, by studying case after case, learns to speak so wisely that the pupil yields at once.

A pupil had refused to obey and stood before his teacher. Without excitement the teacher said: "So, John, you refuse to give Robert his pencil?" "Yes, sir," "Let me see it." The pupil demurred, fearing the teacher would retain it. "Ah, John, you need not fear; I don't keep people's pencils; it is not my style." It was handed out. "How much is this worth, boys?" Some said it was worth a cent. "Well, John, will you sell this to me? The boys say it is worth a cent." Of course the matter was adjusted at once.

The teacher had given an example of the aspirate tone; the expression: "Ha! who comes there?" One tried it and another One boy refused. "Try it John." John doggedly refused. "John gives it up, it's too much for him." And without provoking trouble took up the lesson.

William had been appointed "hall monitor" but refused to serve, saying he "did not come to school to do such business." "Why, President Garfield swept the rooms and rang the bell at Hiram Academy; and you think the work of assisting in making a good school is beneath you? You don't understand the sort of a world you are in. You should be glad to help forward any good work anywhere and everywhere. I will do this. You look on to-day and to-morrow, if you don't then want to help things along here, you will be the only one ever heard of."

John had been busy in troubling his neighbors; the teacher commanded him to come and write his name on the black-board in a black list—(a very questionable device), the boy refused. The pupil

was a large one; the teacher was on the alert. "John feels ashamed, and his penmanship is not good; Henry may write it for him." The teacher thus got himself out of a difficulty.

Another teacher not so wise took out his watch, "I will give you one minute to write the name." (No moment) "I will give you one minute more." (No moment) "You may now take your books and leave the school." (No moment) At recess the pupil went home and told his father; the trustees took the boys side, and thus this little incident nearly broke up the school. The teacher claimed he was right. Was he?

The above is a fair sample of thousands of troubles that occur in school-rooms; they show a want of common sense in the teacher. Let him look before he leaps; let him not command if he is not sure of being obeyed.

2. *Penalties.* The teacher who makes rules must have penalties—that is clear enough. Drawn moddle rules and death was his favorite penalty: hanging for stealing was once common in enlightened England. Whipping was the school-master's favorite penalty: the rod was ever in the teacher's hands; for poor lessons, no lessons, disorder and stubbornness it was laid mercilessly on the pupils back. The writer remembers at a teacher's institute having the details of a flogging bestowed on a pupil, who came late to school. "I give him the biggest licking he ever had," said the teacher—and he was applauded! What was the spirit of the teacher?

It is not of so much importance what the penalty is, as there is one.

1. Looking at a pupil. 2. Reproving a pupil in private. 3. Reproving before the school. (This is about the most severe of all) 4. Putting name on a roll. 5. Detention. 6. Notifying parent. 7. Suspending pupil from a class. (Hearing him recite after school.) 8. Visited by a committee. 9. Removal from his seat. 10. Sent out at recess after the rest. 11. Notifying school officers. 12. Suspension from school.

For the SCHOOL JOURNAL.

THE READING CLASS.—V.

By T. W. FIELDS, Ridgeville, Indiana.
STUDYING LANGUAGE.

While it is impossible to teach the technical part of grammar in the reading recitation, there will ever occur opportunities where it is profitable to show the relations and government of words with and over one another. In fact it is hardly possible to get the pupil to fully understand the exact meaning of many passages until a knowledge of the construction of sentences is made plain. While it is not so easy to begin the study of language with reading, it comes quite convenient to apply the principles of grammar which the pupils may have learned in studying that subject, to analyze the meaning of their reading recitation.

Yet there are many exercises that a judicious teacher can use that will familiarize her class with the elements of their language. A most excellent plan is for the teacher to read a story and then let the children write it from memory, or even tell it from memory. Another exercise is a sort of paraphrasing—changing poetry to prose, and making the sentences conform to the rules of analysis.

It must not be forgotten that all the exercises of defining words are aiding the child in developing a knowledge of his vernacular. The various exercises of writing in connection with preparing for the reading recitation, generally aid the child in acquiring some acquaintance with the rules of construction belonging to our language.

The different members of the class should be required to write the biographical sketches of the various authors whose selections they read. While this partly belongs to the study of literature, the writing part belongs to that of composition and is an exercise in language. These exercises should be first prepared by the pupil, and then be submitted to the teacher for criticism. After they have been corrected they should be re-written on paper uniform in size, and preserved by the teacher until a sufficient number of such sketches accumulate, and then bind them in a volume for preservation. Such

work—though it costs something—greatly encourages the scholar to exert every possible effort to do his best. While it is intended that these brief articles should be suggestive, it is greatly desired that the teacher will study some method to accomplish all and more than is here presented.

For the SCHOOL JOURNAL.

MORAL LESSONS.

By LEOLINE WATERMAN.

People see the results of many acts, and then state them in a short sentence; this they call a maxim. As the invisible moisture in the atmosphere condenses into dew, so the world's experience forms itself into maxims. Like gold, these shine the brighter for continual use. Such a maxim is the proverb "well begun is half done." It is a coat that fits every act and every occasion, from the humblest to the grandest. If you start in the right direction you are very apt to continue in that direction, while if you get a wrong start it is a difficult matter to get right again.

I can remember well the importance I attached to beginnings as a child. Every new year I began with the determination to be absolutely perfect in every respect. When inevitable failure overtook me I immediately studied to find a proper time to "make a new beginning." My birthday, the commencement of the school year or term, and even the opening of a new month or week, I hailed as suitable occasions. That this feeling exerts an influence over us is proved by observation. How often the expression, "Let's begin all over again!" falls from your lips. You seem to consider it the sovereign cure for all disagreement and contention.

Let us give careful attention to our beginnings in school life. The beginning of the year, the term, the month, the week, the day, the session, the study and the lesson, can all be turned to advantage, a frequent opportunity to leave the past behind and "turn over a new leaf" will help all. Let us begin now to do better than ever before. If we fail, let us stop and start right at once. Remember the maxim, "Well begun is half done."

LESSONS IN GRAMMAR.

THE HIGH SCHOOL.

The subjunctive mood in English is very much misunderstood and misused; some go so far as to deny there is such a thing, but they are not students of our language. The term "subjunctive" means something *joined under*; it was once used in dependent or suspended sentences, and is so used now in Latin. In English the subjunctive mood is the manner of expressing that signification of the verb which implies a denial of what is supposed in the proposition, or makes a statement of futurity and contingency. This is derived from an examination of such examples as "If it rain to-morrow take your umbrella," or, "If I were worth as much as Jay Gould I would not let a man go hungry." The first shows futurity and contingency; the second makes a denial of the statement that I am as rich as Jay Gould. The subjunctive mood has two tenses, the present and imperfect. The *present* tense always implies *futurity* as well as contingency, and this perplexes some; but grammarians call it the present tense, because of the time of making the assertion or supposition. So in the imperative mood, the doing of the thing commanded must of necessity be future with reference to the time of giving the command. It is like this in the subjunctive.

The present tense of the subjunctive is used to express the futurity and contingency. The imperfect tense implies the denial of the thing supposed, or that the realization of the thing supposed is very improbable.

Many persons not knowing how to use the subjunctive, use the Indicative or Potential, and makes a bad job of it. Instead of "If the President be at home on your arrival, he will give the business his personal attention," they would say: "If the President shall—or should—be at home," etc. "If he go to town to-morrow, he will make the purchases," they would say;

"If he shall—or should—go to town to-morrow," etc. "If it rain to-morrow, we cannot accompany you," they would say: "If it shall—or should—rain to-morrow we cannot accompany you." These are incorrect, for the reason that the ideas of futurity and contingency, cannot be conveyed by "shall" or "should."

Such substitutes for the subjunctive are not only awkward and weak, but inaccurate. "If he shall" properly implies a *condition of future certainty*; but when used instead of the subjunctive mood, it is designed to imply a condition of future *contingency*, and "If he should" implies a supposition of *duty*; but this the subjunctive mood does not do.

There are those who deny there are more than four sounds to A in English; the cultivated ear marks these people at once. So in the use of the subjunctive. Here is a sentence that shows the need of discrimination: "Though he was angry he did not speak"; here is a plain assertion. But, "Though he was angry he would not speak," is subjunctive because there is a contingency. Pupils can learn to use the subjunctive properly; too many suppose that the use of "if" or "though" will put the verb into the subjunctive. They must be taught that the present subjunctive always implies both doubt and futurity, while the indicative mood implies *only doubt*.

For the SCHOOL JOURNAL.

SHALL THEY STAY AFTER SCHOOL?

By C. S. L.

A little girl was heard telling how kind her teacher was to detain her and several others after school hours to have them learn the seventh line of the multiplication table backwards! It is too often the case that pupils are kept in because the teacher does not know how to teach the tables, so they are laid in the memory firmly. If teachers would use the extra hours in preparing *themselves*, keeping pupils in after school for punishment and extra work would be unheard of, and they would find the work of the pupil more thoroughly done, and with much less labor for both. It is not the instruction given that tries the teacher so much, as the fretting that comes from ill-success. Many say, "I cannot get my pupils to understand and learn this or that subject." Often the fault lies in the teacher. There are good ways and there are poor ways. I have found this plan of teaching the tables quite successful: I write a column of two 2's (for example) and add; the result is 4. It is readily seen that two 2's are 4. I leave that and write a column of three 2's, and so on. In this manner I build the table. The pupils see how the table is formed. I then let them form the table of 2's, and so on until all are learned. To vary the exercises, I ask how many 2's it takes to make twenty-four, sixteen, four, and so on.

CULTIVATE OBSERVATION.

In the *SCHOLARS' COMPANION* for September we gave out the question, "Has a cat as many claws on a hind foot as a fore foot?" It appears that this roused a good deal of attention in some quarters. The *Paterson* (N. J.) *Press* says:

"This was one of the questions asked a certain class in school No. 3 during examination week, and as simple as the question appears to be, none could answer it. In the emergency the principal, Mr. Brands, was applied to for a solution, and he also, with a good-natured smile, gave it up, when one of the teachers, determined not to be beaten by so simple a question, hit on the idea of sending out a delegation of boys to scour the neighborhood for a cat. When this idea was announced, the whole class wanted to join in the hunt. Several boys went out and having been successful soon returned with a Thomas. A returning board was at once appointed and the toes counted, when to the relief of all it was learned that a cat possesses eighteen toes, ten on the front feet and eight on the hind feet. After the question was solved, Thomas was allowed to depart, much to his satisfaction."

The weak sinews become strong by their conflict with difficulties.—DR. CHAPIN.

THE TEACHER'S LIFE.

Words by ALFRED B. STREET.

Melody by AMOS M. KELLOGG.

Arr'd by GEO. C. REXFORD.

1. The Teach-er's life! most pure, and high, The open-ing mind with gems to store; To up-ward point the
 2. The Teach-er's life boasts tru-est fame! 'Tis not a lone the mind to fill; The heart, God's great-est
 3. The Teach-er's life! not on-ly know Cit-ies the bless-ings by it shower'd, But where the fresh, pure
 4. The Teach-er's life! 'tis not to roam In eye of man some tower-ing height, But in the val-ley

wand'-ring eye, When youth's frail barque forsakes the shore. The world its hol-low play-dit bears To
 work, hath claim Up-on its high-est, ho-liest skill. To guide its err-ing feet-ings right, De-
 breez-es blow O'er peace-ful fields and ways embower'd. How oft the mod-est school-house there is
 of its home, For God's pure eye to shed its light, How ma-n-y as they pass a-long The

fame that's won a-midst its strife, But deep-er, lof-tier praise is theirs Who, hon-ored, lead the teach-er's life.
 stroy the weeds that spring so rife, While opening realms to men-tal sight, This, oh this the teach-er's life.
 seen, far, far from bu-sy strife, In God's own bless-ed sun and air, The tem-ple of the teach-er's life.
 snares with-in their way so rife, With tower-ing brow and footsteps strong, Have cause to bless the teach-er's life.

COME, COME HERE. Round for four voices.

Come, come here; join in our song: While we sing mer-ri-ly all day long.

FOR MEMORIZING.

THE WAY TO WIN.

If you find your task is hard,
 Try, try again;
 Time will bring you your reward;
 Try, try again;
 All that other folks can do,
 Why, with patience, should not you?
 Only keep this rule in view,
 "Try, try again."

"It snows!" cries the school-boy, "Hurrah!" and
 his shout
 Is ringing through parlor and hall,
 While swift as the wing of a swallow, he's out,
 And his playmates have answered his call.
 It makes the heart leap but to witness the joy;
 Proud wealth has no treasures, I trow,
 Like the rapture that throbs in the pulse of the boy,
 As he gathers his treasures of snow.

SOMEBODY'S MOTHER.

She's somebody's mother, boys, you know,
 For all she's aged, and poor, and slow;
 And I hope some fellow will lend a hand
 To keep my mother, you understand,
 If ever she's poor, and old, and gray,
 When her own dear boy is far away.

BE BUSY.

Busy I must be, and do
 What is right and useful too;
 What my teachers, fond and kind,
 Bid me, I will gladly mind;
 Never cause them grief or pain,
 Nor will disobey again.

WORK AND PLAY.

Work while you work, my teachers say,
 Till you each task fulfill,
 And when you're done run out to play,
 And frolic with a will.
 The idle fall an easy prey
 To mischief and to ruin,
 And those who only care to play
 No prize can hope to win.

THE LITTLE BOYS.

If older boys can make a speech,
 We little boys can, too,
 And though we may not say so much,
 Yet we've a word for you.
 This world is large and full of room;
 There is a place for all;
 The rich, the poor, the wise, the good,
 The large as well as small.

So give the little ones a chance
 To show off what they know,
 And shun us not because we're small
 For little boys will grow.

LITTLE SOLDIERS.

Be brave little soldiers,
 To battle for right;
 Before and behind you
 The foe is in sight;
 Beware of the pitfalls
 In paths yet untrod;
 Be true to your manhood,
 And so to your God.
 You need for your weapons
 A heart that is pure;
 A will that is ready
 To do and endure.
 The enemy's crafty,
 In league with all sin,
 But the brave little soldier
 The battle will win.—EBEN E. REXFORD.

LOCAL GEOGRAPHY.

One day a traveler stopped at Pumpkin Green at recess, and asked the scholars what township he was in, but no one could tell him. He asked them about the lay of the land, the kind of soil and, lastly, the population of the country. But the scholars plunged their fingers deeper into their mouths and told him to ask the teacher, who told him that it was Spring County. The traveler came to another school house, which was an old, rickety affair, just as the bell rang for noon; and would have passed on, but his attention was called to the tidy appearance of the school-room within, and, riding up, he asked one of the boys, "What township is this?" "Sherman," was the prompt reply. "What is the next township west of this?" "Wheatland." "How many townships are there in this county?" "There are fifteen; one less than the usual number." "How far is it to the west line of Sherman?" "One mile." "What is the nature of the soil of your county?" "It is sandy in the north, and a heavy clay loam in the south." "Have you plenty of stock water in the county?" "Yes, sir; Brush creek, Cedar creek and Fish river run through the county from east to west and empty into the Red river; and we have a great many springs here. That is why it is called Spring County." "Your county is pretty thickly settled, is it not?" "Yes, sir; it has 35,000 people in it." "You are a smart boy. How is it that you know so much about local geography?" "Why I knew all this three years ago. That was the first geography that I learned." "Did you get it out of a book?" "No, sir; we first began, by drawing maps of the school district, then of the township, then of the county. And after getting thro' with the county we took up the map of the State, and then we branched out to the States joining our State. We don't go very fast, but we get it all as we go." "Do you do nothing but draw maps?" "No, sir; we take all of the description." "My little man, I used to teach school in the winter; but I did not know as much about the geography of my county as you do of yours." With this the traveler took his leave, after thanking the boy for the information furnished him; and as he passed on he meditated.—*Iowa Normal Monthly.*

OSTRICHES are worth \$1,400 each, and there is a duty of 20 per cent. on their feathers. A man from Buenos Ayres has just brought twenty-two of the birds to this country, and will establish a farm in the south. If his experiment succeeds, it will find many imitators. It is cheaper and pleasanter to run an ostrich farm than to shoot down the wild birds on the plains of Africa.

LEAD, KINDLY LIGHT.

DR. DYKES.

1. Lead, kind-ly Light, a-mid th'en-cir-cling gloom, Lead Thou me on; The night is
 2. I was not ev-er thus, nor pray'd that Thou should'st lead me on; I lov'd to
 3. So long Thy pow'r has blest me, sure it still Will lead me on; O'er moor and

dark, and I am far from home, Lead Thou me on. Keep Thou my feet; I
 choose and see my path; but now Lead Thou me on. I lov'd the gar-ish
 fen, o'er crag and tar-rent, till The night is gone, And with the morn those

do not ask to see The dis-tant scene; one step e-nough for me,
 day; and, spite of fears, Pride rul'd my will; re-mem-ber not past years,
 an-gel fac-es smile, Which I have lov'd long since, and lost a-while.

HOW CAN I FORGET THEE. Round for three voices.

How can I for-get thee, Dear na-tive home? Oh, no! I will love thee, Tho' from thee I roam, Home! Home! Sweet, happy home.

For the SCHOOL JOURNAL.

THE NEW YEAR'S WELCOME.

By ANNIE H. STREETER, Buffalo, N. Y.
 The Old Year's gone and left us
 With his many griefs and joys.
 The New Year's come among us,
 Let us greet him, girls and boys.
 New Year, we bid you welcome,
 New resolves have come with you.
 We shall start with fresh endeavors—
 Will you kindly help us through?
 Mr. New Year, you are smiling,
 We're in earnest—don't look so.
 We're resolved to grow much better,
 Even if the growth be slow.
 Will you help us to be thoughtful?
 Will you make us hate the wrong?
 Will you help to make us patient,
 Honest, loving, pure and strong?
 Help us to give close attention,
 That we may improve each day,
 Help us to be brave and busy,
 Prompt in lesson, kind at play.
 Dear New Year, you'll aid us, won't you?
 You are young like us, you know—
 As we journey on together
 Help us each to stronger grow.
 And, at last, when your work's ended
 And we speak the word "Adieu,"
 We'll remember how you helped us,
 And will give the praise to you.

LESSONS IN COMMON THINGS.

PRIMARY CLASS.

WHALEBONE.—In the mouth of what is known as the baleen whale there are great plates of bone instead of teeth. These vary in length from a few inches up to ten and sometimes even twelve feet. Their color is usually bluish black, but sometimes they are striped lengthwise with whitish brands. At the point they end in a number of coarse, black fibres, which are also found more or less down both sides of the blade. These fibres are generally known as *whale fins* and are much used by brush makers. Whalebone, when being prepared for use is first trimmed by removing all the hairs from the points and edges of each blade, and generally the surface of each flat side is scraped. The blades are then boiled in water for several hours, until they are soft enough to be cut easily with a common knife; all the gum that adheres to them is scraped off, and they are put in a steam box and straightened. They are then cut into lengths fitted for the purpose for which they will be used, and polished. Whalebone is chiefly used in strips for stay bones. Generally in the boiling it is also dyed to a perfect black. The quality which commands the highest price is over six feet in length and is called size bone. The Greenland whale probably furnishes the best bone. From the mouth of these huge creatures from 2,000 to 3,000 pounds are often taken.

For the SCHOOL JOURNAL.

LESSONS IN ASTRONOMY.

THE SUN SPOTS AND THE SEASONS.

The unusual number of spots seen on the sun recently, affords an opportunity of testing whether the changes in the sun which causes these huge spots to appear, affects the condition of the earth or not. Prof. Tasehim, after having systematically observed the sun, reported to the Paris Academy that the total number of spots (for the first six months of 1882) has been forty-three, which is twice the number observed in '81." In 1877 M. Albert Lancaster, of the Royal Observatory at Brussels, announced, as the result of comparing sun spot and meteorological observations extending from 1833 to 1877, that the amount of heat thrown by the sun on the earth is greater where the sun spots are fewest, and that other researches show an increase of cold weather upon the earth after a notably large number of sun spots, a temperature above the mean, (or warmer than the average heat) which caused a larger outflow of the Arctic current on our northeast coast, so as to give England a warm summer, while that on the Eastern side of the

United States was colder than usual. The result in the United States did not accord with his prediction given upon the above theory, but in Western Europe it was generally fulfilled. Others do not agree with M. Lancaster, and Mr. Chambero, of Bombay, finds from observations in Asia that the sun is hottest when most spotted. Conclusions after most careful study are far from balancing or satisfactory, and the matter is still open to investigation. Still there seems to be a connection between the sun's spots and the weather.

For the SCHOOL JOURNAL.

TEACHING HISTORY.

By A. M. B.

We have but one book for the whole class, the teacher included. Each has a slate upon which he or she records anything of interest connected with the lesson, whether it is the definition of words, the meaning of particular phrases, the dates of occurrences, the historical record of the principal characters, the cause of certain movements of adventurers, discoverers, or of settlements. (1) The teacher gives a lively account of some period and notes are made, or one pupil at a time reads from the book and notes are taken. The teacher calls for the record each has been able to gather from the lesson. Each in turn gives such answers to the questions as able to give, and the others are answered by the teacher or referred for a future lesson. The pupils have a book to read the history in.

This method insures special attention, and causes each to depend upon his own ingenuity in framing sentences that shall express his ideas in grammatical language.

It excites special thought, and gives each one an opportunity to represent any particular point that is not clearly understood.

The discussions arising from such recitations are interesting and instructive to all, and increase the ability to use grammar successfully.

STIMULATING QUESTIONS.

7. Why does a hoop while rolling remain upright, though it falls as soon as it stops?

This is a curious question, and demands much thought. Let us first try and see in what manner a hoop falls when not rolling. Let us take a wire hoop for example—that will not remain upright without support, however nicely balanced. But such a hoop can be so nearly balanced over its center of support, that when left free it will remain upright for a second or so before its lateral or side motion, either way will accumulate to more than a fraction of an inch. When thus carefully poised and released, it begins to fall sideways very slowly at first, its motion being greatest at the top, and less and less around the hoop either way to its point of contact with the ground, where it has no lateral motion at all. Now if the bottom of this hoop which has no lateral motion, could come up and take the place of the top as it begins to fall sidewise, and if this could be done so quickly and continuously as to prevent the side motion at the top from accumulating appreciably, it is evident the hoop would not fall, because any tendency to such side motion at the top would be atmost instantly checked by the bottom of the hoop, which has no side motion coming up and taking its place. This is proved by placing a hoop on a large flat and rather slack belt, running horizontally over two pulleys. Though the hoop remains in one position, without any projectile force whatever, the belt, passing continuously under it, causes its bottom to come up and take the place of its top, before its motion sidewise at the top has time to accumulate. The answer then is:

The bottom of the hoop, where there is no lateral or side motion, is constantly becoming the top of the hoop, where the lateral or side motion is greatest; and this change occurs so rapidly that the lateral motion at the top of the hoop has no time to accumulate before the top of the hoop in turn becomes the bottom, where its small amount of lateral motion is checked by the ground.

For the SCHOOL JOURNAL.

A MIXED MESS.

By LEOLINE WATERMAN.

Scene—School-Room. Time—Recess.

Characters—GRACE WILSON, MARY JONES, WILL GREY, JOHN SMITH.

[Grace Wilson is seated at her desk studying, with her hands over her ears. Will Gray is hearing John Smith recite his geography lesson. Mary Jones marching about, tossing a much-abused History in the air and catching it again, and reciting very loudly to herself.]

Mary. "By the laws of England and Massachusetts, witchcraft was punishable by death. In the early history of the colony one person charged with being a wizard—"

Grace, (taking down her hands hopelessly.) O Mary, do be quiet and let me study my grammar. "When a verb has two or more subjects—"

Mary, (teasingly.) Study? Why, certainly, I will not prevent you from studying. You should, as the teacher says, be able to concentrate your attention.

Will. If witchcraft were not a lost art, we would try its powers on her, wouldn't we, Grace?

G. She seems bewitched already.

John, (in a stage whisper.) Come Will, hear me quickly, before that girl begins again.

W. All right, (reaches for geography.) "Of what empire is Asiatic Turkey a part?"

J. Asiatic Turkey is a part of the—"

M. (marching and tossing her book again.) "Special court appointed by Phipps to go to Salem and judge the persons accused by Paris."

J. Mary, you are very disagreeable. I wish you were in Asiatic Turkey.

M. That would be nice. I would visit the Dead Sea and sit on the waves.

W. Sit on the waves! I should like to see you.

M. Take me to the Dead Sea, and you may have that pleasure.

W. The pleasure of taking you?

M. No, of seeing me sit on the waves.

J. What nonsense you talk, Mary Jones!

M. I am not talking nonsense. Ask Grace if I am.

J. What do you say, Grace? (Grace does not hear as her hands cover her ears.) Grace! Grace!

G. (starting.) What is it, John?

J. How is the Dead Sea different from any other sea.

G. It is very full of salt, I believe. I once heard of a man who sat on it and read a chapter in a book.

W. Pshaw! I don't believe that. It wouldn't be called a sea if it were quite solid.

G. (hurriedly, and turning to her book again.) Well, look in the encyclopedia if you choose. "When a verb has two or more subjects—"

J. Don't look now, Will. Hear my lesson. Recess is almost over.

W. (reading.) "Which of the provinces of Asiatic Turkey contains Palestine?"

J. Syria.

M. (very loud, still marching.) "In the early history of the colony one person was charged with being a wizard—"

J. O. Mary, do please stop.

M. Well, I will. I can't learn it any way. (Bell rings.)

All. That's the first bell. Mary runs into a corner, and begins to study and gesticulate.)

J. Why, Mary seems bewitched now at any rate.

W. (laughing.) I guess she would like to start for Asiatic Turkey, or some other distant locality.

J. I'm afraid I won't know my lesson because of her interference. "Asiatic Turkey is a part"—

G. I couldn't study mine either. "When a verb has two or more—"

M. "By the laws of England"— (Bell rings.) All. There's the second bell. (All rise and leave the room, saying their parts.)

CÆSAR'S DEATH.

FOR DECLAMATION.

The Ides of March arrived; omens of dire import had cast their shadows over the household: Cæsar's wife was disturbed by a ghastly dream of the previous night, and at her request, Cæsar, who, contrary to his usual habit, had given way to depression, decided that he would not attend the Senate that day. The house was full; the conspirators in their places with their daggers ready. It was announced that Cæsar was not coming. Delay might be fatal, and his familiar friend was employed to betray him. Decimus Brutus, whom he could

not distrust, went to entreat his attendance. It was now eleven in the forenoon, and Caesar shook off his uneasiness and rose to go. As he crossed the hall, his statue fell, and was shivered on the stones. Some servant who had heard whispers, wished to warn him, but in vain. Antony, who was in attendance, was detained, as had been arranged, by Trebonius. Caesar entered and took his seat. His presence awed men in spite of themselves, and the conspirators had determined to act at once, lest they should lose courage to act at all; they gathered around him; he knew them all. There was not one from whom he had not a right to expect some sort of gratitude, and the movement suggested no suspicion. Tullius Cimber, whom he had just made Governor of Bithynia, came close to him with some request which he was unwilling to grant; catching at his gown, as if in entreaty, he dragged it from his shoulders. Cassius, who was standing behind him, stabbed him in the throat. He started up with a cry, and caught Cassius' arm; another point entered his breast, giving him a mortal wound. He looked around, and seeing not one friendly face, but only a ring of daggers pointing at him, he drew his gown over his head, gathered the folds about him that he might fall decently, and sank down without uttering another word. The Senate rose with shrieks and confusion, and rushed into the forum. The crowd outside caught the words that Caesar was dead, and scattered to their homes. The murderers, some of them bleeding from wounds which they had given one another in their eagerness, followed, crying that the tyrant was dead, and that Rome was free; and the body of the great Caesar was left alone where a few weeks before Cicero had told him that he was so necessary to his country that every Senator would die before harm should reach him.—FROUDE.

NOTEWORTHY EVENTS.

Dec. 13.—The fiftieth anniversary of Mr. Gladstone's entrance into public life.

Dec. 14.—The Sultan has had a bullet-proof carriage built; it is said he is becoming insane.—The Western Railroad war is ended; the old tariff is restored.

Dec. 15.—A destructive fire broke out in the royal palace at Hampton, fifteen miles from London. It contained tapestries, curiosities and pictures.—Mr. Gladstone has resigned the Chancellorship of the Exchequer, and Mr. Hugh C. Childers, Secretary of War, will succeed him.—The citizenship of Athens will be conferred upon Mr. Gladstone, and a statue will be erected to him there.—Great Britain is to make proposals for international protection of the Suez Canal.—The jury has finally been impelled for the new Star Route trial.—Coins, notes and securities of Brazil are quite extensively counterfeited in New York city.—A number of children who were skating on the Schuylkill River, at Philadelphia, were drowned by the breaking in of the ice.

Dec. 16.—The terms of the Austro-German alliance are said to be that if either empire is attacked from two sides, the other shall render assistance.—The Senate continues the debate on the civil Service Reform bill.—The greater portion of the House session was taken up in considering the Post Office bill.—Application has been made in Albany to annul the charter of the Western Union Telegraph Company, for the alleged watering of its stock.

FARMING TAUGHT IN THE SCHOOL.—A new feature has been introduced in one of the Kindergarten schools of the "Children's Aid Society." A very important part of the work of this society is sending children West, and it occurred to Mrs. Briant, the Kindergarten teacher, that giving lessons in gardening and farming might awaken a desire in the minds of the children to emigrate from our over-crowded city. With this idea in view Mrs. B. has arranged a series of lessons in agriculture. She gave a very pleasant entertainment recently, showing her plan. The lesson was upon "corn," which was traced from the preparation of the ground to receive the seed, to its conversion into food. A large box was filled with earth, which the children plowed and harrowed with toy implements especially made for the purpose; drills were then made and the corn sown. A plant, which had been previously started was talked about; then the process of fertilization was explained, and the various uses of corn discussed, particular stress being laid upon its use as food and its abuse as drink. Next a jolly husking party was held which greatly pleased the little ones, and after going to mill and returning with the ground corn, the lesson was closed with the preparation of the flour into Johnny cake. Many little songs and speeches relating to the subject were dispersed through the lesson, which were both instructive and pleasing.

EDUCATIONAL NOTES

NEW YORK CITY.

AMERICAN ART GALLERY.—An idea can be obtained of the summer doings of our prominent artists from the walls of the Gallery which presents their latest sketches.

NEW YORK CHORUS SOCIETY.—Two more performances of Gounod's "Redemption," were given Dec. 15 and 16, at Steinway Hall.

WATER COLOR SOCIETY.—The exhibition this year opens Jan. 29, at the National Academy of Design. The officers are President, Mr. T. W. Wood, Secretary, Mr. Farrer, Treasurer, Mr. Falconer.

N. Y. CONSERVATORY OF MUSIC.—The Director, Prof. Griswold has arranged for a series of vocal and instrumental Soirées, the first takes place Dec. 19, at the Conservatory, No. 5, East 14th street. This sterling music school is doing a most useful work.

NEW YORK CONSERVATORY OF MUSIC.—The December and musical and art reception of the Conservatory, under the direction of Mr. S. R. Griswold, occurred Tuesday evening, the 19th. There was a pleasing program of music, to which the Operatic Club will contribute.

SYMPHONY SOCIETY.—On the same dates the second public rehearsal and concert of the Symphony Society came off at the Academy of Music. The program consisted of Rubenstein's Symphonic poem, Max Bruch's symphony (dedicated to the Society), a serenade of Volkmann's and singing by Miss Minnie Hauk.

THE CHILDREN'S AID SOCIETY.—This Society for 30 years has been caring for neglected children. It will gladly make Christmas bright to as many as possible. Gifts of provisions and clothing may be sent to the Central Office, No. 19 East Fourth street, New York city, or will be called for, if the address be forwarded. Donations of money may be enclosed to C. L. Brace, 19 East Fourth St., New York.

ORATORIO SOCIETY.—This year's performance of the Christmas Oratorio, the "Messiah," by this Society will be with increased facilities for approaching the high water mark desired by the conductor, Dr. Damrosch. The already great demand for seats shows the affection in which this work is held, and the earnestness with which the chorus has been working assure a worthy representation of this noble oratorio. Mr. John F. Winch will come from Boston to sing the bass solos; Miss Anna Drasdel is to be the contralto, and Miss Henriette Beck the soprano. The Symphony Society supplies the orchestra, the place is the Academy of Music, the dates, Dec. 26 and 27.

ELSEWHERE.

✓ **THE Vanderbilt University, Nashville, Tenn.,** will receive \$125,000 from the estate of the late Mrs. Sarah E. Atkinson of Memphis, Tenn., of which it is the residuary legatee.

✓ **THE Association of Graduates of the Albany Normal School** will meet at Albany, Dec. 28. Addresses by Prof. E. P. Waterbury, S. H. Babcock, Levi Seley, Jr., Miss Mary A. McClelland.

✓ **A late Edward Clark of Cooperstown, N. Y.,** left \$50,000 to Williams College, his alma mater. His estate is believed to be worth \$30,000,000 and Williams College justly anticipated ample resources.

✓ **MR. W. C. DEPAUW, of New Albany, Ind.,** who is to endow Asbury University with over \$300,000, was left a penniless orphan at sixteen, and has been a merchant, a grain dealer, a millionaire, and a banker.

✓ **N. Y. STATE.**—The Albany County Institute was held at Knowersville, Dec. 4-8. The conductors were Profs. Kennedy and Lantry. The teachers were greatly roused up by some prizes offered for spelling, historical quotations, etc., and altogether it was a most profitable time.

✓ **THE law of Washington Territory,** passed a year ago, requires every incorporated city or town to be one school district and to make provision for graded schools. Seattle, Olympia, and other towns which are now building new school-houses are preparing for grades as required.

✓ **THE cadets of the New York Military Academy, Fort Washington, on the Hudson,** will give a reception to their friends on the evening of Dec. 20, which promises to be very enjoyable. The exercises, which precede dancing and a collation, will consist of readings, recitations and music, by well known artists.

✓ **NEWARK.**—There is to be a course of lectures on educational subjects here during the next two months under the auspices of the Principal's Association, and wholly sustained by the teachers of the city. Col.

Parker opened the course Friday evening, of last week, in Library Hall. Rev. A. D. Mayo, Rev. Dr. John Hall, Larkin Duntun, LL. D., of Boston, and Dr. Hepworth, are to follow.

✓ **MAINE.**—Miss D. C. writes: "I shall do all I can to help circulate the COMPANION, for it is just what is needed to cultivate a taste for good reading. I have taken the INSTITUTE nearly a year, and could not do without it. I own it discouraged me at first, but I pressed forward and I think I can teach a better school than I could a year ago. You are doing a good work and I want to help you all I can."

✓ **MISS LELIA PATRIDGE.**—This lady has, during the past three years, given an exhaustive study to the New Methods at Quincy and thus prepared herself to explain and illustrate them at Teachers' Institutes. There is a great demand for her services in the Penn. Institutes. She is to give a lecture on the Kindergarten at Indianapolis, in January. Many think that she of all others, best explains the work as it was done at Quincy. She is one of our rising educational instructors.

✓ **PA.**—The Forest County scholar's certificate is a very handsome affair. Every state should encourage the boys and girls, by giving diplomas to those who finish the common school course. The Institute is held at Tionesta. Supt. Hillard sends out his invitation; "Let every person who can, come out to the Institute. If you can, come to the day sessions. If you cannot come to the day sessions, come out in the evenings. Teachers, talk Institute to your patrons and pupils, and let us make the Institute a grand success."

✓ **OHIO.**—A County Examiner writes:—"I can see that teachers who take the INSTITUTE or JOURNAL, do better work than they could without it. Every teacher in the United States ought to subscribe for one or the other." M. K. M. writes:—"I send herewith my renewal to the INSTITUTE; I could not do without it. The month appears very long until it reaches me—although a subscriber to various educational journals, I find none that so completely fills the position of helper to me as your valuable paper. I also send money for three SCHOLAR'S COMPANION'S and copy of "Reception Day."

✓ **PA.**—The Washington County Institute occurs Dec. 26-29. The instructors are Profs. Houck, John Kennedy, N. Y., Mendenhall, Ohio, E. T. Jeffers, Pa., J. D. McFlat, Pa., Geo. P. Beard, A. M. The evening lecturers are Prof. Geo. P. Beard, "From the Atlantic to the Pacific;" Dr. E. T. Jeffers, "Brains;" Dr. T. C. Mendenhall "Motion."

✓ **The Teachers' Institute of Schuylkill County** occurs Dec. 18 to 22. The conductors are Profs. M. T. Brown and W. H. Payne. The lecturers are Moses True Brown, Hon. Schuyler Colfax and Rev. Henry Ward Beecher.

✓ **OHIO.**—On Dec. 11, a dreadful tragedy took place in a country school-house near Cumberland, Guernsey County. The teacher William C. Frazier, 21 years old, informed the pupils they would be required to study grammar. John Hays and Charles Luce were much displeased at this and acted defiantly; the teacher insisted they should study their grammar, and ordered them out on the floor. Luce struck the teacher in the face, Hays joined in and the two threw him down across a bench and dealt blows on his head. Frazier had a knife and struck his assailants several times; Luce died on Wednesday from his wounds; Hays was hit, but ran to the door saying "come out here and we'll settle you," and falling down died in a few moments. The teacher surrendered himself and was found to be badly injured; his nose was broken, his lips mashed, his right jaw badly injured and signs of violence on his throat. He was let out on bail. The district has been noted for the trouble sustained by teachers in managing the school; the previous teacher was thrown into a creek. The parents are said to have known of the coming difficulty, but said nothing.

✓ **Wis.**—The Semi-Annual Session of the Wisconsin Teachers' Association meets at Madison, Dec. 26-28. Program, Memory in Schools, Supt. George P. Howland, Chicago; Report on a Professional Establishment of the Status of the Teacher, Pres. J. W. Stearns; English Literature in Schools, Prof. C. B. Gilbert; Our High Schools, Their Merits and Defects, Prof. J. H. Terry; Report on Moral Education, Prof. J. Q. Emery; A few of the Psychological Laws Disregarded in Teaching, Prof. J. H. Cummings; What Modifications of the Public School Course do the Times Demand? Prof. A. R. Sprague; Report on Industrial Education, Supt. R. W. Burton; The Scholar who thinks, Prof. F. W. Cooley; Methods of Teaching Language, Supt. W. B. Powell, Aurora, Ill.; Natural Science in Schools, Prof. W. S. Johnson. The County Superintendents discuss as fol-

Iowa: "The School at the Cross Roads," State Supt. R. Graham; "Co-operation of School Boards and Superintendents," A. Hardy, W. R. Taylor; "Relation of Superintendents to Moral Reform, Especially in the Use of Tobacco and Intoxicants," H. L. Smith, D. A. Mahoney; "Possibilities of the Superintendency," J. T. Flavin, E. McLoughlin.

THE BRIDGEPORT HIGH SCHOOL.—This building has attracted an unusual amount of attention from those interested in rendering the school-room entirely sanitary. The Connecticut State Board of Health refer to it in its annual report, and display the mode of heating and ventilating employed. The architect, Mr. Warren R. Briggs of Bridgeport, has spared no pains to construct a building that should possess every needful appliance for comfort and health. Sunlight reaches every room of the building in abundant quantities. The rooms are thirteen feet in height, the basement floor is covered with cement and asphalt, and all the walls are covered with asphalt, the stairs are fireproof, the cloak-rooms are ventilated, the window-sills are four feet from the floor and the windows allow 408 to 434 square inches of glass to each pupil; the light comes from the left or back; the pupils 21 square feet of floor space, and from 266 to 273 cubic feet of air (in the high school 441); the heated air derived from coils of steam pipes, comes in at an inner corner about eight feet from the floor and goes out at the same corner, at the bottom. It is proposed to supply each pupil with 30 cubic feet each minute; to change the air once in eight minutes. The out-going air is conducted to heated flues.

IOWA.—Supt. Dooley of Davis County proposes "Evening Reviews" for the schools! "Spellings and Lyceums often degenerate and only prove an injury to the district, school and teacher. I suggest that you select one or two branches pursued in your school, and announce to your pupils that on a certain evening you will have an evening review of the work gone over in these branches from now until that evening. Keep the matter before your classes each day, and urge all to make a good showing that evening. Make each recitation something similar to what you desire at your review. The whole class placed at the board and a mixed recitation of oral and written work is very interesting to visitors. Geography is usually best to start with. You can have written by all at the board the boundaries of the country in question, the rivers, cities, political or physical divisions, lakes, bays, gulfs, straits, mountains, etc. The plan suggested for Geography, can be used equally well with any branch; in history, by giving voyages, explorations, discoveries, settlements, towns, battles, etc.; in grammar, analysis, synthesis, punctuation, rules, etc. Once in two or three weeks is usually often enough to hold these sessions. Friday evenings are, as a rule, the best time for holding. There will be awarded to the first ten teachers reporting four of these reviews five per cent. additional to their general average in their next examination."

(Is it proper to promise such a reward?—Ed.)

OHIO.—A breach has occurred between the faculty and students of Adelbert College, which resulted finally in the expulsion of the entire junior class, with the exception of three members. The trouble was brought about by the junior class holding what they termed "Tempus" on Thanksgiving eve. They have been in the habit of holding such exercises annually for about twenty years. The Tempus consists of an entertainment in which a farce is enacted, and in which the professors of the college are impersonated and made to answer grave charges preferred against them, and are put through a series of what they deem disgraceful antics. The affair usually wound up with a supper with the usual accompaniments. This year the faculty took a decided stand against the practice, and determined that the thing should be prohibited. The conclusion of the faculty was made known to the boys some days before Thanksgiving, and they were at the same time informed that unconditional expulsion would be the result if the wishes of the faculty were disregarded. The students held meetings and decided to go through with their accustomed performance at all hazards and they did so. The faculty stood firm, and accordingly nineteen of the students were expelled. When this action was made known the entire college, numbering some eighty students, held a meeting and decided that if anyone was expelled they would all leave. A committee was appointed to wait upon President Cutler and inform him of this fact. His answer was that they could go, that the faculty was determined and would not yield. (Good.)

IOWA.—The Twenty-seventh Annual Meeting of the State Teachers' Association will be held at Cedar Falls,

December 27, 28 and 29. The principal thing will be Revision of the Constitution; Reading and Elocution—Miss Julia B. Hoadley, Garden Grove; Drawing in Public Schools—Thomas M. Irish, Dubuque; County High Schools—R. D. Jones; The Defects of our Schools and Systems of Education as Seen by an Outsider—Hon. Sam. Clarke, Keokuk; President's Address,—Prof. R. A. Harkness, Parsons College; Children of Crime,—Supt. H. Sabin, Clinton; Legal Rights and Duties of Teachers—Hon. Emlin McClain, Iowa City; The Public Desire for Industrial Education in the Public Schools—Why does it Exist?—Supt. C. P. Rogers, Marshalltown; How can a taste for the reading of good Literature be formed?—Miss Ella Hamilton, Des Moines; A Chalk Talk—Drawing,—Prof. W. N. Hull, Cedar Falls; Evil Effects of over-Methodizing,—Supt. C. C. Cory, Pella; To what extent should County Superintendents require Reports from Teachers in Country Schools?—Supt. R. H. Frost, Cass County; What recognition should be given teachers who complete a Graded Course of Study for Normal Institutes?—Supt. Ed. M. Rands, Mitchell County; The County Superintendent's duty in regard to non-progressive teachers and, what immunities from examination can we consistently give teachers holding certificates from other counties, or applicants holding diplomas from Colleges?—Supt. W. W. Speer, Marshall County; "The Practical Side of High School Work," L. B. Cary, Des Moines;—"Public Schools and Public Opinion,"—A. A. Guthrie, Iowa; Elevation and Uniformity of College Standards,—Prof. H. J. Cooke, Mt. Vernon; The Things Left Undone,—Prof. W. E. Wilson, Cedar Rapids; The Pronunciation of Latin,—Prin. L. B. Cary, Des Moines; The Teaching of Elementary Latin,—Prof. Harkness, of Fairfield; The Quantity and Quality of Preparation of Freshman Year,—Prof. H. Tripp, of Pella.

FOREIGN.

CANADA.—The various sects of Christians have made a demand that the Bible be read by both teachers and scholars in the public schools.

SWITZERLAND.—Much excitement is prevailing over the proposal of the ex-President of the Executive Council, M. Schenk, to undenominationalize the educational system of the country. He declares that religion is the enemy of progress, and that no clerical teachers of any sect must be allowed.

LETTERS.

I value your paper—the **TEACHER'S INSTITUTE**—very highly. I have only been a subscriber since last April but I think each number is well worth the subscription price,—for the thinking it makes me do if for no other reason. When I commenced teaching four years ago, I had never read an educational book or paper. I modeled my school, as near I could, after the last one I attended as a pupil in New York. And what a term it was! I do not know which felt the most relief at the end of the term, teacher or pupils. The week after I closed I attended my first Institute. It was conducted by Prof. Kiehle, now our State Superintendent, and the instruction was of a very *awakening* character—to me, at least—and I came partially to the conclusion that "hearing lessons" and "keeping order" was not all of the teacher's work by any means. I felt much discouraged, but by advice of the county superintendent, subscribed for an educational journal and began to study in earnest on the great subject of education. I have collected a library of 150 volumes, and am trying, oh how earnestly! to follow the "New Education." But alas! how far, very far, short of my ideal I come! I have introduced Object Lessons in my class, taking Prof. Calkins as a guide; have introduced drawing and composition, and discarded grammars as text-books, using them merely for reference. An attempt was made last spring to organize a Teacher's Association. The time was set; it came, and of the fifty teachers in the county nine came to the meeting! At the next meeting seven teachers came!! The next time we adjourned, and at the adjourned meeting nobody came!!! So here we are! "all at sea again"! Each one doing "what seems good in his own eyes." You are radical in your doctrines, and some of your editorials fairly make me gasp for breath, but at the same time they *make me think*, and I heartily say: God bless you and your paper in the work you are doing!

MYRON COOLEY,

(I would suggest that you are in a splendid field for effort. Like the prairies, the soil is unbroken; go in, plough, sow, and you will reap. Advertise a meeting of the teachers in your place; (put it in the paper if you have one; if not, on postal cards). Ask the people of the town to take the teachers in one day (from Friday tea-time to tea-time on Saturday.) Get some one to welcome the teachers in a speech, some one to give a short lecture in the evening, and then have a good program. Have some of your pupils take a part in singing or gymnastics; get some teachers to prepare practical essays; be ready to debate these when they are read. Have some teacher teach a class in some study. Then report the meeting and send to your paper. Don't wait for the water to stop running down hill. The matter is that those teachers need culture and perhaps they are anxious for it. Don't expect a large attendance—it is not necessary.—Ed.)

Is something not to be said in favor of printing on slates in lower classes? These forms are the first put before the child, and are almost solely used in type. Why, then, should the child not be taught to make them? If the simplest forms of the Roman letters are used (as in the Philbrick chart) they embody some of the essential elementary principles of Drawing—the practice of which is invaluable. The writer has felt the loss her whole life long, in her inability to make straight and curved lines with facility and accuracy. This power should have been gained in her early years. She thinks your objections go too far, unless you mean where printing is taught to the exclusion of the script forms. Whatever aids annual dexterity in oneline is of service in all others.

(There are overwhelming objections to teaching printing to small children. For teaching drawing, far better forms can be chosen than any to be found in the printed alphabet. Printing has been tried and found wanting.—Ed.)

1. Should a teacher pronounce a word (if it is mispronounced) while a pupil is reading?
2. How preserve order in a school-room?
3. Should a pupil be kept in at intermissions for misbehavior; if not, what other punishment should be inflicted?

E. R. K.

(1. Surely not. Some do it and make reading a farce. 2. This cannot be answered in a sentence. LEARN HOW by using your best efforts; visit other schools, etc., etc. 3. That depends on the circumstances; don't keep him in to spite him. "Keeping in" is onerous. Does it punish the child to keep him in? There are many other ways; read "School Management."—Ed.)

Enclosed you will find ten cents for which please send me the Christmas number of the **SCHOLAR'S COMPANION**. Am well pleased with last number. Teachers of our district (Cumberland, Greene Co., Pa.) meet every two weeks at the various school-houses, and we are arousing quite an interest among the patrons. I could not do without your **JOURNAL**, as it contains much practical work, and is leading hundreds of teachers to success. I was a subscriber for the **INSTITUTE**, but required more than monthly aid, so I take the **JOURNAL**. Dec. 2 contains one article by H. R. P., "Let us try to live on earth a little longer," that pleases me very much, and is what I wanted to see.

J. I. B.

Please tell me the pronunciation of Latin used in the colleges?

R.

(About three fourths of the colleges use the English pronunciation of Latin, a few the Roman and a few the continental. There is a tendency towards the Roman; and even good institutions are changing from the English to the Roman. Harvard has the *Roman*, Yale *Eng.* or *Con.*, Amherst, Dartmouth, William and Hamilton *Eng.*, Columbia *Con.* We are indebted to Prof. S. G. Taylor, Principal Adelphi Academy, Brooklyn, for these facts.—Ed.)

Can you help me in the matter of employment for young pupils just beginning to read, and who, of course, cannot study from books much? I give them blackboard work to copy on slates and papers, but it is not as profitable as I could wish, ow-

ing to the fact that I have no time to give them oral lessons. My school numbers fifty-five of all grades and I have twenty-two recitations. Any expedient, no matter how much time it may take outside the school-house, will be thankfully received and conscientiously tried.

F. D., Maple Rapids, Mich.

(An answer to this will be found on another page by Miss Johnson.—Ed.)

Our twenty teachers take some 44 copies of educational journals: *TEACHERS' INSTITUTE*, 11; *SCHOLAR'S COMPANION*, 5; *Journal of Education*, 4; *FIRST TEACHING*, 2; *Primary Teacher*, 2; *School Herald*, 3; *American Journal of Education*, 2; the rest one each. What other city of equal size does better?

J. FAIRBANKS, Springfield, Mo.

(None, Friend F., none; given, a live Superintendent, live teachers, and live scholars follow.—Ed.)

It is to be hoped that the teachers of this State may take an interest in the person who is to fill the important position of Superintendent of Public Instruction. We see that Mr. Gilmour cannot be elected. He would be our first choice. Failing on that John Kennedy comes next, with his wise judgment, extensive experience, and natural aptitude for school work.

A. M. B.

(Let the teachers move in this matter, and not sit down and look on. Select a good man and then push at the Legislature.—Ed.)

What has been the effect of improvements in Japan? It is claimed that it has been disastrous.

P. C.

(Japan got into debt; exported considerable bullion; and in order to supply the deficiency in its circulating medium, large quantities of paper money were issued, and it is doubtful whether this currency will ever be redeemed at par. It bore an indorsement to the effect that in thirteen years it would be redeemed; but when that period arrived the notes were replaced by another issue which says nothing about redemption. In 1879-80 the value of Japanese currency fell below fifty cents on the dollar, and there it stands at present. They have improvements, and a debt.—Ed.)

A few weeks ago you published in the *JOURNAL* the announcement of W. B. Smith & Co., of "The Complete Guide to Silk Culture." Can you tell me whether the book is yet published? If not, can you recommend some work on silk culture, and give me address of the party from whom it can be obtained?

I. F.

(Yes, it is published.—Ed.)

Will you please, in your *JOURNAL*, give your opinion as to whether this kind of oral spelling is correct: "g-o-o-d"; "h-i-l-l"; etc. I think it incorrect. I should spell "good" "g-double-o-d"; "hill," "h-i-double-l"; "o" in the first word is not a double letter, but surely the "o" is doubled to represent a single sound.

J. E. H.

(The method is correct, and growing in favor; it saves time.—Ed.)

Could you advise me as to some books of stories, short and good? I have Parley's works, Esop's Fables, Tanglewood Tales, Child's History of England.

C. B.

(A list was published Dec. 16.—Ed.)

Has Col. Parker, or any one written a book describing the methods employed at Quincy?

M. C. P.

(No one has yet done this.—Ed.)

MEN can never be free unless they are educated to freedom. And this is not the education which is found in schools or gained from books, but it is that which consists of self discipline, in self reliance and in self government.—BUCKLE.

HORSFORD'S ACID PHOSPHATE.

MENTAL AND BODILY EXHAUSTION, ETC.

Dr. G. Kaiser, Indianapolis, Ind., says: "I have prescribed it for dyspepsia, impotency and mental and bodily exhaustion; and in all cases it has given general satisfaction."

EDUCATIONAL MISCELLANY.

THE FRENCH ACADEMY.

Among the late noteworthy events are the election of two new members to the French Academy. The *Academie Francaise* is one of the five academies which comprise the great National Institute of France for the promotion of art and sciences. Each of the five has a separate field and personnel, but all are members of one great institute, in much the same relation as the English colleges are to their university. Each academy has its own independent government, and the free disposition of the funds allotted to it, an agency and secretaries; the library and valuable collections of the institute are common to the five; the common fund is managed by a committee of ten members (two from each academy), under the presidency of the minister of public instruction. Each academy meets once a week; each has also one public annual sitting; and on August 15 there is a general public meeting of the whole five.

The *Academie Francaise*, the first, and although not numbering the largest membership, the most important of the five, occupies itself with debates on grammar, rhetoric, poetry, and French literature in general, and its great work is the preparation and continual improvement of a dictionary of the French language. It has the annual disposal of two prizes of 10,000 francs each, one of 2,000 francs, and every alternate year 1,500 francs to be bestowed on meritorious authors in poor circumstances. This academy sets the standard in language; its recognition of an author is a guarantee of his work; its non-recognition or adverse criticism condemns it. No author, unless a radical reformer of a very independent mind, will think of using words and forms condemned by the academy. In short this is the supreme judge of merit in literature; the annihilator of poor work, and the promotor of what is fine.

TOBACCO AMONG SCHOOL-BOYS.

An inquiry made among Boston teachers by the reporters of the *Boston Journal*, discloses the fact that a very large number of school-boys use tobacco, most of these smoking, although a few chew. The percentage in some schools is as high as fifty, and several teachers rated it as high as forty in theirs. At the Prince School, on Exeter street, in the Back-Bay region, the master did not know of a single instance of the use of tobacco; at the Eliot School, in the heart of the North End, full half the boys chewed or smoked. The head master of the Latin School said probably half the boys from fourteen to eighteen smoked; the head master of the English High School thought there was "comparatively little" of the habit among his pupils. At the Dudley School the master said that in the sixteen years he had taught there, the number of smokers among his pupils had nearly doubled. He and his assistant, a woman, had endeavored to reform matters. It was generally agreed that a teacher who used tobacco himself could have no influence on the boys. Most of them smoke without the knowledge of their parents, except amongst the poorest classes and the most prosperous; in the former instance the parents don't care, in the latter they say they can't help it, and sometimes even supply the young smokers with tobacco. The smokers, all agreed, were mainly the poorest scholars, and there were fewer in proportion in the upper classes because the poorest scholars drop out before reaching it. The boys from the lower strata, the children of foreigners, smoke cigar-stubs and even clay pipes. What exists in Boston exists elsewhere in some measure, though Mr. John D. Billings of Cambridgeport, has attempted to check the evil among his own pupils. After faithfully talking to the boys, he asked them to sign a simple pledge, promising to abstain from the use of tobacco in every form during 1882. Out of a school of nearly 350, only thirty withheld their signatures; of those who took the pledge about fifty per cent. proved faithful, and there was a decided gain in neatness and manliness.

Mr. Billings says: "In my judgment, the crying need of the public schools to-day is not intellectual but moral training; but this is not the work of the teachers alone; the parents, who should be of all persons the most interested, must ably second their efforts, or they will meet with but partial success."

FOR THE SCHOLARS.

THE ADVENTURES OF A WATCH.

In December of the year 1787, some fisherman on the Thames caught a shark. They noticed that the fish appeared to be either sickly or dying at the time of its capture, for it made very little resistance. Upon being taken on shore and opened, a silver watch and chain with a cornelian seal, together with several pieces of gold lace were found in its belly. The watch was marked with the name of the maker, "Henry Watson, London. No. 1369." Inquiry was made of Mr. Watson, who referred to his books, and found that the watch had been sold about two years before to a Mr. Thompson, who lived in the east of London. Mr. Thompson recognized the watch as one which he had bought for his son, as a present on going out for his first voyage.

This young officer had fallen overboard about six miles from the shore during a squall, and was never seen again. The sad news had reached his friends, who had, of course, given up all thoughts of hearing from him again. No doubt the shark had devoured him. The body and other parts had been digested, but the watch and chain and gold lace had lodged in the fish and made it ill.

The shark which was thus captured was the largest which had been taken in the Thames. Its extreme length was more than nine feet, and the thickest part of its body measured six feet nine inches in circumference. It had five rows of teeth, showing that it was five years old; sharks having a new row of teeth each year until they are full grown, when they have six rows in the upper as well as the lower jaw.

The shark in which the watch was found, however, is not to be compared with those which are found on the coasts of Ceylon and Mexico. A full-grown shark in these parts will measure upwards of thirty feet in length, and the circumference of its mouth nearly seven feet. The throat is proportionately wide; so that it is not difficult for a man to be swallowed. It is no unusual thing to find in the stomachs of these fishes entire animals or fishes.—*Scholar's Companion*.

CURIOSITIES AT THE LONDON ZOO.—A rare addition has lately been made to the zoological collection in Regent's Park. It is that of four little pigs, natives of India and very rare indeed. As yet there are but two or three places where a full description of them may be found; but here is enough to give us some idea of the little curiosities. They weigh hardly as much as a hare, are lively little creatures, active and energetic. In appearance the little fellows are much like our pigs, except for their size. They are natives of India. It seems that they are found where the sal tree abounds, and live a great deal in the long grass, where they hide to keep away from people. In natural history they are little known. Mr. Hodgson heard of them from the natives, and gave the name *porculia sylvatica* to the kind, from the particular place where they were thought to live. He afterward spent a great deal of time in finding out about them, and in trying to get one for a specimen. This he finally did, but until these were gotten for the Regent's Park garden, they were almost unknown, even among naturalists.

OUR MANUFACTURES.—The census shows that in 1880 we had invested and manufactured:

	Value	Capital
Agricultural implements	\$68,640,486	\$62,109,668
Ammunition	1,929,966	834,000
Boots and shoes	102,442,442	42,994,028
Brick and tile	32,833,587	28,673,616
Fire-arms	5,618,636	8,315,289
Lumber sawed	233,367,720	181,186,122
Paper	55,109,914	46,241,202
Slaughtering & meat pk'g	303,562,413	49,419,213

The aggregate value was one thousand million; the aggregate capital was two hundred and fifty million.

"ONLY THING THAT EVER DID ME ANY GOOD."

Writing of the very remarkable improvement in her condition which followed the use of a single Home Treatment supply, a patient at Walworth, New York, says: "It has been about one month since I used up my three months' supply of Oxygen, and I am feeling quite well again. Do not have any cough now, nor hoarseness. It is the only thing that ever did me any good, and I thank you very much for the wonderful good it has done for me. I do all my work—can walk quite a distance; do not seem to get tired. I have not done so much work for almost two years as I do now. Could but just get around the house when I first commenced using the Oxygen." Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALEN, 1109 and 1111 Girard st., Philadelphia, Pa.

BOOK DEPARTMENT.

NEW BOOKS.

ONE THOUSAND EXAMPLES IN ARITHMETIC, designed for Primary and Intermediate Grades; by A. M. Enright and E. P. Wetmore. Rochester, N. Y. Price, 25 cents.

This volume of 115 pages contains examples suited for primary and intermediate grades, 250 for grades 4, 5, 6 and 7. The work has met with approval, and is in use in the Rochester schools. It is a supplementary work and can be used in conjunction with any arithmetic. It is a valuable little volume.

INTRODUCTORY GEOGRAPHY IN READINGS AND RECITATIONS. By William Swinton. New York and Chicago: Ivison, Blakeman, Taylor & Co.

This little volume is well suited to the Primary School. It combines reading lessons and recitation lessons, and is well graded. The first ideas which are important to the child in regard to the earth, are the people, the productions, the occupations, etc. These are charmingly and fitly described. The forms of the land and water are admirably presented. The maps are clear and attractive; on the whole it is up to the times. No one can examine such a book without observing the changes made by publishers to represent the growth in educational ideas. Such a work as this was impossible ten years ago. The maps instead of being crowded with names now suggest forms of land and water. The fact that the earth is man's home has become the central idea in geography. It is no longer a study of names.

THE HISTORY OF ENGLAND, FROM THE ACCESSION OF JAMES II. By T. B. Macauley. New York: S. W. Green's Son.

This is a very neat, cloth bound edition of the famous history, published in three volumes. It is needless to speak of the great merits of the history as a work, and it is pleasant to see a good, clear, though compactly printed edition within the means of nearly every one. The work is unabridged and copiously supplied with notes.

MEYER'S CRITICAL AND EXEGETICAL COMMENTARY ON THE ACTS OF THE APOSTLES. Thoroughly edited especially for this edition by William Ormiston, D. D., L. L. D. New York: Funk & Wagnalls, 10 and 12 Dey street.

This is a most learned and suggestive commentary; a work that all preachers who lecture or preach on the Sunday-school Lessons, and all superintendents and all teachers who wish to get at the actual meanings of Scripture, should have. Dr. T. W. Chambers, the well-known biblical scholar and member of the Bible Revision Committee, commends Meyer's work highly, saying: "He has justly been called the prince of exegetes, being at once acute and learned." It is a work of great authority among scholars throughout Europe and in this country, as the following will make manifest: Arthur Brooks, D. D., of N. Y. says: "Meyer's Acts is so useful for its large learning, wise judgment and consciousness of statement, that I am very glad to hear of its republication."

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Roswell D. Hitchcock, D. D., LL. D., of N. Y., says: "Meyer's Acts is excellent."

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THE UNITED STATES ART DIRECTORY AND YEAR BOOK. A guide for artists, art students, travelers, etc. Compiled by S. R. Koehler. New York: Cassell, Petter, Galpin & Co.

The information on art matters placed in this con-

venient form will be of use to a wider circle than the one for which the compiler modestly designates it. The contents cover a list of the art schools, museums, collections, exhibitions, decorative art societies, etc., in the United States; an artists' directory; necrology, statistical table of exhibitions; books on art published in the U. S., art journals ditto; the law of copyright ditto.

"HOME LIFE IN THE BIBLE," by Mrs. Henrietta Lee Palmer. Boston: James R. Osgood & Co.

This volume covers a wide range of topics. It throws light on the habits and times of the people of the Bible. Anything which can bring these near will have a great value. This Mrs. Palmer has admirably done; she shows us what the homes of those days were; we mingle with merry groups at weddings, see the children at school or play, know the fashions of that day, hear again the music, see the sower and the reaper, wander with the shepherd and his flocks, gaze into the tomb, in fact the life of the times is made apparent. It throws light on many obscure passages of the Bible, so that as a help to Bible study, and as serving to give to those who use their Bibles the spirit of the life prevailing among the Jews the book cannot fail to be of great use.

A MERRY THOUGHT. By Miss L. B. Humphrey and M. F. Jaynes. Boston: D. Lothrop. \$1.00.

Here we have an artistic and literary curiosity. It is a pink-covered book, prettily bound with a ribbon, and from cover to cover it is daintily crowded with children's figures. It is not a work to be judged by ordinary rules; it transcends rules. It is one that has a flavor of quaintness and freshness that does not easily tire. In the management of the illustrations Miss Humphrey has been unusually successful, perhaps she excels in the treatment of children's figures. They appear in all attitudes and are always graceful. She needs but a few lines, a few strokes of her pencil, and there is a young being revealed in character and opinion. These creations do not repeat themselves; one after another is born and each is unlike the other. As a little artistic conceit this "Merry Thought" will prove immensely popular.

BLOSSOMS BY THE WAY. Edited by Carrie Adelaide Cook. Boston: D. Lothrop & Co. Price \$3.00.

This collection of choice poems from all sources is really a hoard of precious things. They are selected from all sources, and it is to be regretted that credit is not given to the author in all cases. The "Water Mill" is from the pen of General McCollom; anyone may be proud to have written it. The borders of the pages by Sweeney deserve the most careful attention, for the designs are fresh, graceful and beautiful. Ferns, oats, violets, buttercups, gentians, wild roses, lilies of the valley, grass and daisies intertwine in a charming manner. These are printed in several colors, so that the effect is at once graceful, novel and pleasing. But it is the cultured and wise selection of poems competent to satisfy the most rigid and the nicest taste that gives the book its value. We have not met with a nobler volume this many a year.

NEW ENGLAND BYGONES. By E. H. Art. Philadelphia: J. B. Lippincott & Co. \$5.00.

In this volume there is presented a new, enlarged, and illustrated edition of Mr. Robbins' delightful account of early life in New England. In the introduction Gail Hamilton tells the readers, with all the love that personal admiration and regard can inspire, of the author's life and characteristics. She tells us of the author, so that we are already

in love with the book ere we have begun the first page; nor is it thus in the introductory to be disappointed. The little biographical sketch in the end rather serves to raise our appreciation and interest to the proper pitch to enjoy the clear, delightful account of the different phases of old New England life and scenes, dealt with by the hand of a genius from personal recollections. The excellent work of the illustrators also deserves mention. In conception and workmanship the pictures are excellent, carrying out the author's idea with perfection, and independently considered they are works of art, rare to possess. This volume is handsomely bound and the paper and press work are of the best quality. Better results could hardly have rewarded this "sorrowful effort of love to embellish a grave." Mrs. Rollins died after but a few years of literary work and success.

HARPER'S YOUNG PEOPLE, 1882. New York: Harper & Brothers.

We think we are not stretching the truth in saying that an unlimited amount of enjoyment is enclosed between the two handsome covers of the bound volume of YOUNG PEOPLE. In regard to pictorial excellence the best artists are represented in illustrations of all sizes and character. We notice in turning the pages, the distinctive styles of Addie Ledyard, Jessie McDermott, Thomas Nast, Thelstrup, J. C. Beard, Church, and others. There are some fine wood cuts of celebrated paintings, with short accounts of their histories. The reading matter embraces such a wide variety that we can only point out a few features that have especially pleased some of the "young people" for whom they were prepared. "The Talking Leaves," by William O. Stoddard; "Perils and Privations," by James Payn; Sketches of people we hear about; the narrative of Jimmy Brown; Aunt Majorie's Receipts; bits of advice; Mrs. John Lillie's talks about music; tricks and games; songs; letters from children, and so on, and so forth, each in itself especially good, and all suited to young people of all ages.

NOTES.

THE PRANG EDUCATIONAL COMPANY.—This is a new company, whose purpose is to publish educational works upon the subjects of scientific, industrial, and art education, and to manufacture and supply suitable apparatus and materials, of American and European make, for giving instruction in these subjects in public schools, academies, colleges, and universities. The company will be the sole agent for the introduction and sale of Prang's American Text-books of Art Education; and it has also purchased the entire interest of George A. Smith & Co., dealers in educational apparatus and materials. The educational and publishing department of the business will be under the direction of Mr. John S. Clark, late in charge of the educational business of L. Prang & Co. Mr. Clark has been identified from the beginning with the movement for industrial and art education in this State. The department of manufacturing and supplying apparatus and materials will be under the direction of Mr. George A. Smith, who, as auditor, supply-agent, and secretary of the Boston School Board, has had charge of furnishing the Boston public schools with all books, apparatus and materials for the past sixteen years.

It is rare that a book appeals to so many classes of readers and to all so strongly as "Those Children and their Teachers," from the pen of Byron A. Brooks, and the press of G. Putnam's Sons, N. Y. The author knows whereof he speaks, on the evils of our educational system, and is endorsed by such leading educators as F. W. Parker, of Boston, and James L. Hughes, of Toronto. At the same time it is full of suggestions and interest to parents, as it deals with the home and school life of a family of typical children, while the author enters into their spirits and humor with a delightful congeniality which has awakened an unexpected popularity for the book among the young folks. In addition there is a charming love story, while we are presented in turn with hearty juvenile mirth and sage reflection. Its very cynicism is a delicate morsel to a reader sated with commonplace style and ideas.

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Publisher's Department.

McNally's "System of Geography," published by A. S. Barnes & Co., of New York and Chicago, is one that commends itself to teachers for school academies and seminaries. While the matter and arrangement are excellent, the illustrations, charts and maps are executed in the best style of engraving, and the great number of carefully asked and well classified questions will exactly meet the wants of many teachers in this branch of the school work.

The University Publishing Co. of New York is now making a specialty of the Clarendon Dictionary of the English Language, which gives the pronunciation of words in current use according to the best English and American usage, made easy by phonetic spelling; Gildersleeve's new Latin Books, Perrin's Cæsar and Maury's New Geographies, all of which we would commend to the notice of our readers.

Orlando Leach of Bond street, New York, represents the Boston firm of R. F. Davis & Co., which are now calling especial attention to their new Inductive Arithmetics of the Greenleaf Series. It is justly claimed that they are perfect treasures of practical examples, both oral and written.

The Interlinear Classics, published by De Silver & Sons, are meeting the wants of those in favor of the new movement of spending less time upon laborious "digging out" of Greek and Latin, by supplying the original with good, literal translations, which, well studied, afford the pupil all the beauties of the classics, and greatly save his time.

Some of the important text-books of the season are those issued by J. E. Potter & Co., of Philadelphia. Among others are noticeable Baldwin's Introductions to the studies of English prose and poetry, Harrison's French Syntax, Knofoch's German Manual, Fenko's Elocution, etc.

All kinds of paper for pen and pencil use, slates and every necessary and convenient article of stationery, prepared both in reference to durability, ease to the eyes, and suitability to special branches, are supplied with promptness by the Acme Stationery and Paper Company of New York.

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The Joseph Dixon Crucible Co., of Jersey City, manufacture some of the finest lead pencils in the country, if not in the world. They are receiving highest recommendations from artists and judges everywhere.

AUTHORSHIP.—David Livingstone said, "Those who have never carried a book through the press can form no idea of the work it involves. The process has increased my respect for authors and authoresses a thousandfold. I think I would rather cross the African continent again than undertake to write another book." Says Robert Dale Owen, "For the statistics of the negro population of South America alone, I examined more than a hundred and fifty volumes." Another author tells us that he wrote paragraphs and whole pages of his book as many as forty and fifty times. Longfellow said of one of his poems that it was written in four weeks, but that he spent six months in correcting and cutting it down. Bulwer declared that he had rewritten some of his brief productions as many as eight or nine times before their publication. Tennyson says that one of his pieces was rewritten fifty times. John Owen was twenty years on his "Commentary on the Epistle to the Hebrews;" Gibbon on his "Decline and Fall," twenty years; Adam Clark, on his "Commentary," twenty six years. Carlyle spent fifteen years on his "Frederick the Great."

A LAW has recently been passed in Denmark which provides that all intoxicated persons shall be taken home in carriages at the expense of the landlord who sold them the last glass.

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The School Herald Extra.

For September, 1881.

Contains questions and answers on the History of the World for 1881-82; also an appendix, "How to teach Current History;" "Essays in Current History," with two examples from the narrative of the Egyptian War. Illustrated by four maps, representing the Grecian boundary, the scene of the recent Herzegovinian War, the Lena delta and the delta of the Nile.

Upward of 20,000 of the first edition of this work were sold for use at the summer institutes. The second edition is enlarged and adapted more especially to school use, to introduce the important study of the History of To-day. As a brief record of the year, to be kept for future reference, it is invaluable.

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A great deal of time is consumed in reading before some books are prepared. George Eliot read one thousand books before she wrote "Daniel Deronda." Allison read two thousand books before he completed his history. It is said of another that he read twenty thousand books and wrote only two. Somewrite out of a full soul, and it seems to be only a small effort for them to produce a great deal. This was true of Emerson and Harriet Martineau. They both wrote with wonderful facility. These "moved on winged utterances; they threw the whole force of their being into their creations."

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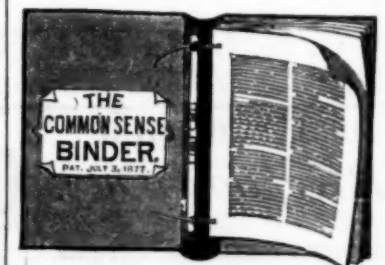
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THE EARTH'S INHABITANTS.—The total population of the globe is now reported at 1,433,800,000. There has, according to authorities, been an increase of more than thirty three millions. The population of China has been very much over estimated heretofore. In the last estimate it was given at 431,000,000, it is now put at 379,000,000. In fact in those countries alone in which censuses have been taken the official returns show an aggregate increase of 32,000,000 during the preceding interval of ten years. The number of people inhabiting the larger divisions of the globe, as given by Behm and Wagner, are as follow: Europe, 327,713,000; Asia, 795,591,000; Africa, 205,823,000; America, 100,415,000; Australia and Polynesia, 4,232,000; Polar regions, 82,000; Russia is credited with eighty three million inhabitants; China, 379 millions; Japan, thirty six millions, and British India 252 millions.

The Prophet Honored in His Own Country, even in His Own House.

The honest, simple narrative of Mrs. S. J. WHIPP, who resides at No. 177 Williams St., Providence, R. I.:

"During the past six or seven years I have been severely affected with kidney disease, causing intense back-aches, dizziness, and other severe pains through my body and limbs, rendering me so weak and prostrate that at times it was impossible for me to do any part of my house-work. I have had also a fluttering of the heart, and was terribly distressed for breath. I was very miserable, and completely worn out and discouraged; I had no ambition to undertake to do anything, and barely sufficient strength to render existence desirable, having failed to find any relief from the doctor's prescriptions. At this trying crisis a friend persuaded me to obtain a bottle of Hunt's Remedy, and I now rejoice that I followed this friendly advice, for the Remedy acted like a charm in my case. After I had taken a few doses, my health began to improve, I felt better every way. The fluttering of the heart, the intense back-aches, and terrible shortness of breath speedily disappeared, my strength and ambition soon returned, and before I had taken two bottles of the Remedy I was entirely well, and able to wash and iron and do my house-work. Once in a while I am troubled with the headache, and as soon as I am taken I resort to Hunt's Remedy, and a few doses fix me all right. I shall never be without it in the future. I have frequently recommended the Hunt's Remedy to my friends, and they have experienced relief from the first dose. I heartily recommend it to all who are afflicted with kidney disease or diseases of the liver, bladder, or urinary organs. I think that no family should be without it."

Mrs. S. J. WHIPP,
No. 177 Williams St., Providence, R. I."

Excruciating Pain.

Edwin Freeman, of Norton, Mass., says: I have suffered the most excruciating pain in my kidneys for years, and physicians or medicine could not relieve me until about three years since I commenced taking Hunt's Remedy. I purchased a bottle at Blanding's Drug store in Providence, and I took the first dose there, and after using one bottle I was free from all pain, and although this was three years ago I have seen no trace of disease and have not had to take any medicine since. I believe Hunt's Remedy to be the best kidney and liver medicine ever known, and I cheerfully recommend it to all suffering from this terrible disease." Trial size, 75 cents.

Hunt's Remedy is a purely vegetable preparation, scientifically prepared by a skillful Pharmacist.—Con.

No other medicine has won for itself such universal approbation in its own city, state, and country, and among all people, as Ayer's Sarsaparilla. It is the best combination of vegetable blood purifiers, with the Iodide of Potassium and Iron, ever offered to the public.

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IF YOU ARE RUINED

in health from any cause, especially from the use of any of the thousand nostrums that promise so largely, with long, fictitious testimonials, have no fear. Resort to Hop Bitters at once, and in a short time you will have the most robust and blooming health.

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This preparation, consisting of the Extract of Beef [prepared by Baron Liebig's process], the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit.

We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—as it has already convinced many—that it is an invaluable aid to the physician.

Its benefit is particularly marked in lowered states of the system, such as simple Anemia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted disease. Its simple bitter principles act directly on the sensitive gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first prerequisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membranes, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hematogenic, and is so palatable and digestible that the most sensitive palate and stomach will not reject it.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN on bottle-label.

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To conclude; this is not a new preparation, but one whose merits have been long acknowledged.

In a report of the celebrated physician, Sir EASMUS WILSON, of London, he says: "Several cases of incipient consumption have come under my observation that have been cured by a timely use of LIEBIG'S BEEF TONIC (COLDEN'S)."

We are in receipt of several hundred such commendations, but prefer, instead of introducing them here, to merely append an official analysis of the preparation, made by an eminent London chemist:

The following is a correct analysis of COLDEN'S LIQUID BEEF TONIC, perfected 3d January, 1883. I obtained the samples indiscriminately from the Company's Warehouse, Lower Thames Street, London, E. C. I find this preparation contains:

20 per cent. saccharine matter.	20
25 per cent. glutinous or nutritious matter obtained in the condensation of the beef.	25
25 per cent. spirit rendered non-injurious to the most delicate stomach by the extraction of the fusel oil.	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calisaya Barka.	30
Total.	100

I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopoeia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S.,
President of the Royal Analytical Ass., London.
RUSSELL SQUARE, London, W.C. 3d January, 1883.
Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each whetglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

T. COLDEN.

N. B.—COLDEN'S LIQUID BEEF TONIC is sold by Druggists generally in pint bottles. In ordering our article, persons should be particular to mention "COLDEN'S." To guard against imitation, see fac-simile of T. COLDEN on bottle-label.

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Warranted, if used according to directions, to cure or relieve
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A Purely Vegetable Expectorant; not a violent remedy; and very agreeable to the taste.

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cures. Rheumatism, Neuralgia, Rheumatic Gout, General Debility, Catarrh, and all disorders caused by a thin and impoverished or corrupted condition of the blood; expelling the blood poisons from the system, enriching and renewing the blood, and restoring its vitalizing power.

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"AYER'S SARSAPARILLA has cured me of Inflammatory Rheumatism, with which I had suffered many years."
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JAMES MAYNARD.

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These PILLS are compounded of vegetable substances only, and are absolutely free from calomel or any other injurious ingredients.

A sufferer from Headache writes:
"AYER'S PILLS are invaluable to me, and are my constant companion. I have been a severe sufferer from Headache, and your PILLS are the only thing I could look to for relief. One dose will quickly move my bowels and free my head from pain. They are the most effective and easiest physic I have ever found. It is a pleasure to me to speak in their praise, and I always do so when occasion offers."

Franklin St., Richmond, Va., June 8, 1882.

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AYER'S CATHARTIC PILLS correct irregularities of the bowels, stimulate the appetite and digestion, and by their prompt and thorough action give tone and vigor to the whole physical economy.

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LUSTRO BOOT AND SHOE POLISH superior to all others. Beware of imitations. For sale everywhere.

\$72 Week \$12 a day at home easily made. Cost of outfit free. Address TUCKER & CO., Augusta, Me.
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At the Munich Electrical Exhibition one of the curiosities was a telephone transmitting music performed at Ober-Ammergau, over a distance of sixty-three miles. At the palace a huge telephonic arrangement brought over music from the English Cafe, so that the whole immense audience could hear the pieces quite distinctly. But perhaps the most significant exhibit was a single wire which conveyed electrical energy a distance of thirty seven miles from the coal mines of Miesbach, where it was generated. This augurs a future for the economical use of labor which may have far reaching results.

LIVE teachers read the papers, study the art of teaching, and are always on the lookout for the best methods and helps to use in school. And of course they take the educational papers, but if any teachers or school officers in this vicinity do not take at least one educational paper, we wish to commend to their notice the following journals, which we know are of great value, viz., the N. Y. SCHOOL JOURNAL, weekly, \$2; TEACHERS' INSTITUTE, monthly, \$1.— Windsor Locks Journal, Conn.

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A German arithmetician has been calculating the aggregate number of combinations in the game of dominoes, and has shown them to be 284,528,211,840. Two players, playing four games a minute would only exhaust these combinations in 118 million years.

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